

DANCE “PROFICIENT” BASELINE PERFORMANCE ASSESSMENT

Recommended to be used with High School Year 1 Dance Students

TEACHER DIRECTIONS

The SLO Process



Purpose:

Students will demonstrate prior knowledge of the Creating and Performing categories within the Dance Standards by performing a solo dance movement study. The baseline assessment score, in conjunction with any prior data the teacher may have about the student is used to set the final baseline score for the course. The baseline score is then used to set the SLO Growth Goal for the year.

Prior to administering the baseline assessment, the teacher is to analyze any prior data on the student within Step 1: Determining Level of Preparedness. The teacher determines how prepared the student is for the course and positions the students in groups by rank-order. The baseline assessment score validates the rank-order listing. The teacher may adjust the grouping if the baseline score reflects a different perspective. Templates for the SLO process may be found at <http://www.azed.gov/teacherprincipal-evaluation/student-learning-objectives/>.

TEACHER ADMINISTRATION OF BASELINE EXAM: Solo Movement Study

TIME FRAME: 1 WEEK within the first month of the course

1. Students are given a copy of the Solo Movement Study assessment requirements and the accompanying rubric at the beginning of the assessment time period. Students will be taught the requirements of the performance assessment and the rubric.
2. Each student is to perform an individual full-movement study. The teacher may choose to set a portion of the choreography or have the student create the full-movement study. Multiple dancers may be evaluated at the same time, but each student is to be scored individually.
3. The solo performance time frame will be specified by the teacher. It is recommended to set the time frame at 16 counts or approximately 15 seconds.
4. Students are given a maximum of one week to practice their solos.
5. Performances should ideally be scored by at least two educators (preferably dance teachers), but this should not be a deterrent to establishing the baseline score within the first month of the course. The teacher may score his/her own students with prior consent from the teacher's evaluator.
6. The educator(s) will use the accompanying **Dance Rubric for Proficient Standards** for the purpose of inter-rater reliability. All educators within the LEA should use the same rubric and performance assessment.